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ABSTRACT

This report summarizes the kinds of oral games that are available to English as an Additional Language (EAL) classrooms, briefly outlines current research, and stresses the need for more exploration in kinds and varieties of games. A guide to typical, successful classroom games, this report includes eighty-one selected oral games, which are fully described with objectives, materials, procedures, preparation, and analyses for each. General pointers for the use of oral games are listed, including a sampling of suggestions by teachers from Vancouver, British Columbia. The suggestions state that games should: (1) be brisk, involving a maximum number of students; (2) offer a change of pace, controlled but entertaining; (3) be an acculturation/enculturation process; (4) demonstrate the various social levels of English; (5) commence with a model and follow with an imitation; (6) be within the ability range of all pupils; (7) have clear directions, and be pretested; and (8) differentiate between children and adults in type and style of all games. Methods for evaluation of oral games are described. (MHP)

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THE COLLECTION, CREATION AND ANALYSIS OF ORAL ENGLISH AS AN ADDITIONAL LANGUAGE GAMES (K - ADULT)

by

MARILYNNE MILES - HERMAN

FORWARD

I am indebted to the following people and institutions for their assistance and co-operation: the Board and personnel of Greater Victoria and Vancouver; Vancouver City College, members of the B.C. TEAL Association and all teachers who answered my questions.

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TABLE OF CONTENTS

FORWARD i

AIM 1

NEED FOR TEAL RESEARCH 3

GENERAL THEORY OF TEAL GAMES 6

CURRENT RESEARCH 7

SOME IMPLICATIONS OF THE REPORTED RESEARCH 14

WHAT DO PRACTISING EAL TEACHERS SAY? 16

EVALUATION OF ORAL UTTERANCES 29

INDEX TO SELECTED ORAL GAMES 39

APPENDIX: (1) Hiatus 89

(2) EAL Questionnaire 90

BIBLIOGRAPHY 92

AIM

The phrase "oral games" is a pejorative one. This Report has been occasioned by the evidence of the classroom - the overwhelming success of oral games in teaching English as an additional language and the uniqueness of the failure factor. The aim, then, of the research has been to save others the hours of tedium in sifting through, in some instances, hundreds of pages of irrelevant or relevant material, fustian, vaguaries, platitudes and all the sometimes annoying qualities which earmark research of our era. The average classroom teacher has time for the "kernel" and for what is directly applicable especially if the premises and principles behind a particular technique/ approach or whatever are clear, reasonable, researched, usable or labelled as "contentious", "of some merit", "in despite", and "in an unresolved status".

The principles behind oral games teaching have been culled from the few sources available and reprinted as being invaluable to the practising professional. Following that, much of the research has been presented in a format that will allow teachers to take these ideas directly into the classroom.

It is hoped teachers will grasp the significance that in an effort to avoid reams of reading in the actual research sections, the preparatory reading done has excerpted the most vital issues and findings. Teachers are directed to use inter library loans where this is necessary and possible to read further. Special emphasis is placed upon the ease and accessibility of ERIC microforms as the vehicle for extensive reading. The state of the art is still, it would seem, in its infancy. The recommended items for assessing oral acquisition are clumsy, time-consuming and horrendous. To draw a comparison the typical EAL teacher does not have the time and patience to scale such mountains. However, this report does simplify each scale used and again, should the teacher question the values attached to each method by the originators, he/she may go to the original to see how many children were tested by this method, for how long and whether there are any co-efficients of reliability, correlations, and so on.

NEED FOR TEAL RESEARCH

Although university and professional libraries have numerous volumes cited as games and games theory books for learning and teaching English as an additional language (TEAL), and although the ERIC documentation is diverse, unless there is ready access to such sources, the EAL teacher sometimes feels as if he/she is operating in a vacuum.

Without going into the facts of the matter, it is widely known that a large percentage of British Columbia EAR/ESL teachers enter their classrooms without formal preparation for their specialized students and situations. As such, these teachers, often isolated and burdened with the duties of: setting up new classrooms, ordering materials, creating a sequential curriculum and the like, when hard-pressed, use the first books that come to hand. It is only in retrospect that these same teachers admit to wasted time or dollars in terms of purchasing materials and aids in reading and researching for lessons.

What has just been described is likely paralleled when it comes to utilizing oral games - the teacher purchases a "book of EAL games" or is given a book or game which has been used by another teacher. A quick glance through the most commonly used books of this sort reveals, interestingly

enough, a lack of direction, cautions, commentaries or whatever. On the other hand, when a teacher purchases text sets, generally, a teacher's guide is available. Why then, the difference in approach to oral games?

A number of highly-regarded books about TEAL offer very little in the way of valuable advice on the topic of oral game-playing in the classroom and it is this omission which seems regretful. Games, as a term, conjure up the notion of "fun", "profitless activity", or "sport". In actual fact, games as a means to teaching English can be more meritorious than more routine activities depending upon how much thought is put into the teacher-directed game.

It will strike teachers of EAL/ESL that there are students in the classroom who would rather hide than learn. The acquisition of English is such a painful, pressure-filled hour. Yet, the moment that the teacher uses a game, the pressure lessens almost visibly. To add to that, oral acquisition, being more difficult and tenuous for some can create an avoidance procedure within the classroom except on those delightful occasions when the teacher names a game by saying, "It is time for _____". The shy and uncertain pupil knows the rules by dint of interesting repetition; the slower learner understands that mimicry is bound to give success; the more advanced student sees the oral game as part of his/her continuum, a type of:

"You-mean-there-was-a-time-when-I-had-difficulty-doing-this?" or as an opportunity to assist the teacher with the less facile person.

To describe the use of oral games situations in the EAL/ESL classroom as unbounded successes for all concerned would be to dissemble. Further, there would be no point to this research. The crux of the matter is that there is a place for oral games in the teaching of English as an additional language; until all the factors for consideration are enumerated and until more and better games are widely published, the teachers will continue to have one of three choices: continue to use structure drills games, avoid oral games almost entirely, or create and experiment.

GENERAL THEORY OF TEAL GAMES

The following are seven postulates often appearing in TEAL books or as itemized by teachers:

1. Games must be brisk, involve little waiting and involve as many people as possible simultaneously;
2. Games must offer a change of pace rather than a relaxation or distraction;
3. Games can be more than a learning of the language; they can also be an acculturation/enculturation process;
4. Games commence with a model and follow with an imitation;
5. Games-playing is not concerned with student memorization of responses as the "set" will be acquired by constant repetition;
6. Games situations rarely call for the teacher to correct for pronunciation and grammar unless the answer is ambiguous or unintelligible;
7. Games operate in a situation that differs from writing in that it is easy to judge something such as spelling because the language "stands still" whereas in speaking the structure is more amorphous and relies heavily on context.

CURRENT RESEARCH

At the most general of levels, there are only four studies of note in the literature. Ruddell (1963)[1] and Amsden (1964)[2] report that teachers need to pay closer attention to the oral development of language when dealing with reading and special subject areas. According to these researchers, teachers have failed to emphasize the close correlation from one to the other. Concomitant with this is William Moulton's notation that language is speech rather than writing[3] and Wilga Rivers' stress upon complete and colloquial utterances. Games, promoting this level of English usage, are important particularly those which help the pupil to gain native speed and cadence.[4]

Asher is one of several researchers documenting the difference between the responses of children and adults. Asher concludes that this divergence is important when applied to games. Children more commonly use language to express feeling. Whereas a child might say, "Ouch!" when hurt, adults are conditioned to respond in a more controlled manner unless the teacher can encourage further modes of learning or, in other words, to respond as youngsters do.

Second, adults exhibit more learning modes than children. Some adults are visual learners as opposed to

auditory, faster as contrasted with slower, and so on. It is evident that no single method will succeed with adults and individualized programmes and oral games would meet a greater percentage of these needs.

Asher feels that games can be created to satisfy the expressed requirements of students. This can be done by stressing the situational strategies rather than rote learning.

Finally, Asher writes that there ought to be reinforcement through provision for out-of-class learning.[5] When oral games provide the context for preparation for real-life situations, it would seem that the real-life event becomes its own reinforcing entity.

Sutherland has investigated the role of drills in learning English as another language. Special pattern drills and pronunciation drills, memorized dialogues, and other structural materials are, in his opinion, superfluous and perhaps prohibitive. In specifically suggesting the creation of language-learning programmes, Sutherland mentions that listening is important; however, children should not be asked to speak until they express a readiness to do so.

As well, Sutherland asks for promotion of total physical involvement in the learning process. No correction is to be given until the youngster shows a certain degree

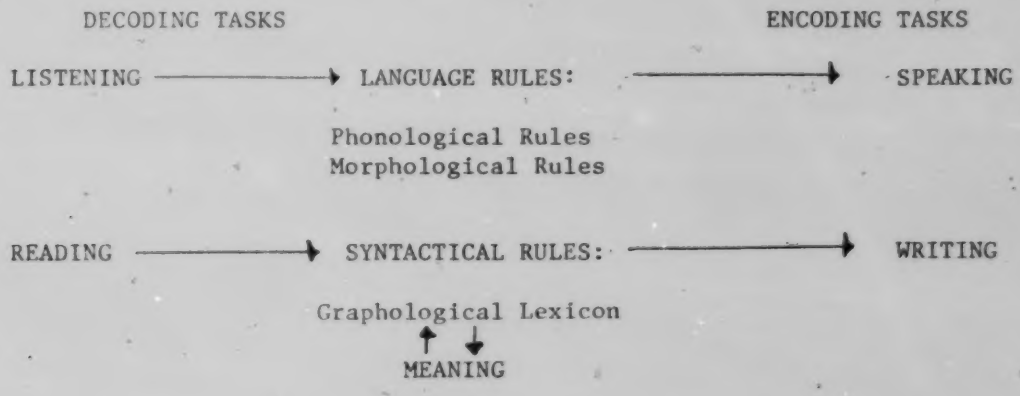
of fluency. Most importantly, he distinguishes between adults and children. Children learn in play whereas adults can advance through static non-play.[6]

The type of pupil who will make a good foreign language speaker should be highlighted. Gardner and Lambert, after twelve years of research, have found contradictory evidence but have felt that there were several constructive personality traits which may be important: intolerance of ambiguity, extroversion, empathy and sensitivity to rejection. Other variables were important: how the learner perceived his/her learning situation, and how often the teacher interrupted.[7]

In addition to scanning what type of pupil profits most from an ESL/EAL class, the programme set-up has some researched factors for the teacher to consider. Luft emphasizes that children need time to learn. A frenetic pace is not always useful.[8]

The actual oral undertaking itself can be set up in any number of ways ranging from the highly structural as in the SRA models to what might be an individual teacher's highly eclectic model. However, Gary urges an active listening and response plan for initial oral learning. The pupil is not asked to speak, only to nod in response to oral activity on the part of the teacher; for example, as the teacher checks material on a worksheet which may,

itself, be a series of pictures, the student looks at a picture, hears an audio cue and does some action such as circle a drawing. In this model (of questions, statements and the like), the key lies in physical response to the audio production so that in the early stages although the pupil is not required to speak, he or she is acquiring the skills required of listening which are the same set as those needed for speaking. At the same time, with little stress, the pupil is being familiarized with the sounds of English and labels for whatever it is the instructor choses to use for the learning tasks while the novice is being actively involved in the learning. Gary's model is:



Gary cites nine authorities to suggest that there is a speaking readiness stage in foreign language learning. In a baby, this stage for the native tongue is 6+ months. In the foreign language learning process, the argument of researchers who want to see a period of listening is that

this interval would be for assimilation of the system, avoidance of embarrassment and stress, and allowance for the natural lag between the development of receptive and productive competence. The listening skills of the foreign language person are important since they encourage and facilitate continued, independent learning.

Gary extends his thesis into the jurisdiction of speech. Speech, it is noted, is based on three assumptions: first, language is not speech but is a set of principles; second, speech cannot come through habit formation but rather by a process of absorption of the theory and the concomitant building of the same; third, speaking is the result and not the cause of learning. Gary lists the favourable studies of the delayed oral practice approach and the suggestion is that a hiatus of from 200-300 hours is most effective.[9]

In support of Gary's findings, Jakobovites (1970) notes that listening is important but that a child should not be asked to speak until he/she is ready. Total physical involvement, as described by Gary, is helpful. The teacher is cautioned to give no corrections until the student is fluent in the way that a native speaker would be fluent. The learner is seen to apprehend in play, if the learner is a child, as opposed to the adult who is capable of learning in static, non-play situations.[10]

Carroll (1966) says that more numerous kinds of situations for an item allow for better learning and retention. Although there is no specific as to what is "better", three areas are singled out for teacher attention: the visual, the cognitive and the motor and the point is made that teachers too often stress only one of the above instead of concentrating upon an intermingling of and fortification by all three aspects.[11]

To underline the research of Carroll, Jakobovites and Gary, Asher (1966, 1972) elucidates the highly significant differences in retention through the total physical response method but stricutres that adults may not respond to this technique. Of the studies, perhaps this of Asher's is most profitable for the classroom teacher to read for himself/herself.[12]

When one searches further, past the point of learning styles, contrasts between adults and children, physical involvement and the like, there are several closely allied problems which will crop up as the teacher works, through games, to promote oral skills. Two, specific items are: the use of dictionaries and unpredictability.

Virtually every teacher of English as an Additional Language encounters this situation: the pupil is "rolling merrily along" until, in mid-sentence, he/she is stymied for a term and out comes the dictionary. A truly time-

consuming, frustrating few minutes for all concerned. Oller, in discussing the misuses of dictionaries in second language learning, points the way to the use of games. Since the time element is important to the acquisitor, so learning a few words at a time is too slow. Many of these pupils find themselves concurrently in other classes and therefore will meet unabridged texts and situations which call for responses. The actual reactions are as diverse as: giving up, slowing down with the use of the dictionary, and losing sight of the overall meaning. The teacher has the responsibility of showing the student that he/she needs other strategies than a dictionary and must, in effect, take risks.[13] A game situation allows for risk to occur without many of the associated psychological disadvantages.

Tied in with risk-taking is unpredictability. Jacqueline Hodlin, in her address to the 1978 TEAL Conference in Vancouver, described the development of Industrial English in the United Kingdom. Through initial demonstration of a situation and the ensuing variety of possibles, the second language learner is given a "code" by which he/she can deal with any combination of unpredictables in any given situation.[14] The use of oral games would be a superior means for creating a life-like atmosphere for the learner.

SOME IMPLICATIONS OF THE REPORTED RESEARCH

To correspond with the researched materials, several items may be underscored:

1. Teachers should be cautious in their choice of oral games, differentiating sharply between adults and children in the nature of the games chosen;
2. Teachers can specifically teach terms of spontaneity;
3. Teachers ought to spend less time on rote learning;
4. Students should be permitted some fairly lengthy period of time before choosing to speak;
5. Teachers need to take into account less obvious factors which will impede or accelerate the speed of language acquisition especially matters which stem from the teacher and his/her style of teaching;
6. Teachers might incorporate more physical activities into the learning situation;
7. Teachers could target towards numerous situations to promote better learning and

retention. The teacher can often note which learning mode is most profitable for any given pupil: visual, motor or whatever.

8. Teachers can be less ready to expect oral responses and can be more willing to incorporate a hiatus into the programme in addition to preparing visual materials to which students can respond. For a full series of examples, consult the Appendix.

WHAT DO PRACTISING EAL TEACHERS SAY?

Fifteen teachers from Vancouver and Victoria were asked in questionnaire and oral format to specify:

1. Why they used orgal games?
2. Which games they preferred and why?
3. What constituted success or lack of success?
4. Which factors contributed to lack of success?

In all, eight questions were employed for the questionnaire (see Appendix). Only three teachers claimed to use oral games "often". Reasons cited for fitting them into classroom routine ranged from: "as a refresher", "to brighten up a sluggish day", "positive attitude creation", to "make students talk more freely", "provide maximum student involvement", "present new grammatical structure", "give a real reason to use language", "drill without boredom", all the way down to "students with a minimal knowledge of target language don't inter-relate in a game situation".

When teachers had to nominate a favourite game Twenty Questions (for Intermediate Beginners), Have You Forgotten to Pack . . . ?, Kim's Game, The Big Wind Blows, any interaction game, Minimal Pairs, F.A.S.T. observation

games, Rummy (using word or picture cards) were specified. Teachers seemed less positive as to games which were unsuccessful, noting only that unsuccessful games were those which were: "too complicated", "too confusing or take too long to learn", those which are "played too long or unsuitable for the class level", guessing games "a la Gategna" as they are "non directed or non productive", and "those which are a waste of precious class time".

Every teacher surveyed felt that there was a need for further development in the area of oral games that were Canadian in content, dealt with job skills, idioms, structures, and at a beginner's level.

Overall, teachers replying to the questionnaire said that oral games should be used only when the game involved one hundred per cent participation and enthusiasm, but that children were the more logical participants rather than adults as that is the group for whom most oral games seemed geared. Some teachers stressed the timing factor: use games at the end of the week or time period. While some teachers rather flatly commented on the general adult reaction to games, the concensus was best summed up by: "The geriatric student does not feel that learning should be a laughing matter".

In addition, some dozen teachers in Victoria and Vancouver were asked, during 30 - 60 minute interviews to

answer questions which corresponded to the written format survey.

Generally, teachers said that they used games only occasionally and only then to "break the monotony" or "relieve tension as a form of instructive entertainment". However, few if any stated the connection between stress in learning and the non-gamed classroom situation.

Some teachers noted they would not employ oral games as "there wasn't enough time; too much had to be covered" or an emphatic statement was made that oral games, to date, were unsatisfactory for the following reasons: "oral games can be intellectually insulting to adults and teenagers"; as well, "there can be a cultural reluctance to play games since, for some pupils learning is 'sit down with a pen and paper to do rote work'".

Categories as "intermediate/advanced/elementary" as listed for games seemed very vague if not confusing to the teacher. A number of oral games were not, due to cultural attitudes on the part of the players, participated in if there were a chance that the students perceived themselves as being wrong or even half right. This could be a self perception or one reflected by the teacher's or other learner's reactions to an incorrect answer.

Teachers voiced a dissatisfaction that some oral games have no carry-over and with any number of games there is

difficulty in knowing if there is any carry-over. Further, some games appear to be translations of pencil and paper games or class drills. The question might be asked of these: "Do these games promote spontaneity and/or speaking skills?"

Allowing a pupil to drop out if he/she cannot answer was, in the opinion of some teachers a potentially embarrassing situation and, in turn, would encourage him/her to let his/her mind wander. Any pupil who ceased to play the game would prevent him/her from participating when he/she did know an answer. Some teachers suspected that dropping out was an avoidance procedure and that "misses" were purposeful.

As well, according to instructors, some games become so rote that the pupil may learn only the form rather than the substance. Then again, some games emphasize more juvenile activities and these need to be drastically adapted or altered. To date, there has been great emphasis on structural games but there are other types of games needed and this paucity limits the use of oral games in the classroom. Teachers hesitate to use games possibly not realizing there is an entire class of content and situation-oriented oral games to fit their requirements.

It has been noted by some teachers that more instructors should be aware of a difference between types of games: those which are mere structural practise and those which

involve several language skills in an activity with an objective and a context. In the latter case, the teacher has had to make certain explicit assumptions of the pupils and must bring them to a point at which there can be at least a minimal participation and observation of the rules of the activity. The teacher's assumptions can be general and specific, cultural and academic - so long as the teacher does make those assumptions, weighs the development of the respective students beforehand and plans the game use accordingly. It would seem that due to lack of time, lack of an appropriate professional library, and lack of EAL training, teachers turn to books of games. In this situation, it is possible not enough heed is paid to the process of coherent, sequential development of English language learning.

In *Language-Teaching: Games and Contests*, one of the few books devoted exclusively and thoroughly to this topic, the author-teacher, Dobson, says of younger children that they should be kept in the same group to avoid confusion. Thus, the use of teams gives a sense of continuity necessary to the learning process. Children should be permitted to move around physically and the placement of students is a key to continuous learning for each child must be rotated even for games playing so that no one child is always at the back of the room. In this case both the acoustical and

visual aspects of learning are considered and would apply equally to adult learners as to children. The method of scoring should be varied and, for youngsters, the teacher ought to keep in mind that balloons, rockets, ladders showing the progress of a team is more gripping than an abstract series of dots on a graph. The teacher can, at first, do scoring but should quickly progress to the young people handling this activity. Points should never be deducted as this is both negative and depressing. Motivation can be done in another manner for the child who refuses to participate, who disturbs and the like. The teacher is cautioned never to overstress the factor of competition nor to avoid it. The author suggests that the means to avoid overstressing is to play an oral game one period per week rather than every day. Finally, because it is more difficult to speak than to read the target language, a contextual game with occasional printed clues may give greater gains than disembodied materials.

Dobson feels that the criterion for a good language game is "one that

(a) requires little or no advanced preparation;

(b) is easy to play yet provides the student with an intellectual challenge,

(c) is short enough to occupy a convenient space during the class period,

(d) entertains the student but does not cause the class to get out of control, and

(e) requires no time-consuming correction of written responses afterward."

Dobson adds further riders that:

(a) classes should be asked if they wish to play,

(b) everyone be involved even if only as score-keepers,

(c) the game be within the ability range of all pupils,

(d) games be played from the middle to the end of the class period,

(e) directions are clear (and, if necessary, trials games are carried out in advance),

(f) drills occupy the beginning of class time so that the oral games are in marked contrast to all other activities,

(g) the teacher always direct the progress of the game,

(h) the rules are followed exactly to avoid confusion and hostility,

(i) the game is kept under control,

(j) teams are equalized in terms of weaker and more proficient students,

(k) the games are always ended before pupils are ready to quit, and

(l) if it is a non-completing game, it is never played too frequently.[15]

An important distinction needs to be drawn between games which are rather like drills and the contextualized oral game incorporating a host of pre-taught skills. Unlike "Simon Says" or "I Packed My Bag", "The Furniture Game" as created by Ms. Baker[16] is one which she feels is "an activity defined by explicit rules to be observed" and one which involves several language skills. The teacher, before using it must make certain assumptions of the pupils judging as to whether they can play and comprehend. The latter game is not a drill.

In order to demonstrate the assumptions made by the teacher the rules of the game might be outlined.

Furniture Game

The class is divided into groups of three or more. Each group receives "pieces of furniture" on cards and these are kept secret from other groups. The leader (or an arbitrarily chosen person) receives an instruction card and reads this out to other members in his/her group.

Goal: For individual members to go out and find the necessary pieces (as per the requests on the instruction

cards) to "furnish" a large scale cardboard house by means of discussion, exchange, request. It is at this point that the teacher monitors the language used.

Follow-Up: After the goals are reached and each group has furnished the target room, the class as a whole can

(a) discuss the type of people who live in the house - their ages, occupations, hobbies,

(b) cover the variety of terms in English for one piece of furniture, such as: sofa, divan, chesterfield, couch,

(c) make up a blackboard story on the family and this can be corrected by the group,

(d) copy down the story to take home for study,

(e) do an assignment writing about their own homes and families based on the blackboard model,

(f) bring this assignment to class, put it on the board or paper for group correction after being marked by the teacher for the grossest errors,

(g) review terminology prior to the next playing of the game.

Teacher's Assumptions: These range from students being able to read at a certain level, being able to ask

questions, feeling comfortable with one another, feeling confident enough to ask questions, down to a simple knowledge of colours, actions, shapes, comparatives, from cultural assumptions that these students will mix readily with those of another sex to handling of phrases as: "Please give me -- ", "I need --", "Do you have -- ?", "I'm sorry I don't have -- .", "May I have -- ?" and so on.

Naturally, variants of this game can be and have been developed for activities as: shopping, visiting the doctor's office, menus and the like. But the major factor is that the teacher needs the time to sort through all the assumptions to be made of pupils before a game is played which, in turn, means that numerous items must be pre-taught and in the area of cultural factors, time is needed for certain degrees of cultural assimilation to take place. For instance, whereas in the native land, certain groups of men and women would not have mixed in classrooms or play oral games, the fact that this is a permissable activity here must be assimilated and accepted.

There are some contradictory aspects as to the use of oral games. Several texts and teachers maintain that oral games, in particular, and games in general should never be played for diversion or break in routine. Yet, numerous teachers admit that this is precisely why they employ games, very often as a substitute for drills. The teachers who feel

that the learners need "a break" from the pressure they (the students) are under while mastering both the target language and the subject content of other classes use games for this reason. One problem that arises is that at the high school level, students sometimes are reported to resent games as they are anxious to master other skills and unless they can see a direct connection between the game and what they are doing, there is a resistance. Some teachers contend that since speaking differs from writing, in that it is easy, for example, to judge spelling as the language "stands still", speaking is the more amorphous, specific skill that the student must be made to understand is a necessary skill. In addition, some teachers are not concerned that the student memorize responses as this "set" will be acquired by constant repetition and since memorization will allow for intonation to be done correctly, this slow process might be speeded up by means of a contextual game. Yet another contradiction is the matter of asking all students to participate no matter what the capacity.

In sum, what are the more cogent points revealed about the success of oral games? Teachers itemized the following:

1. Since English has many social levels, games would serve to differentiate and ensure practice in each.
2. Since English has its own structure, games could clarify this or "drill" it pleasantly

especially where students have most difficulty; the teacher is enjoined to correct rarely unless something is unintelligible or ambiguous in terms of grammar and pronunciation.

3. Games should emphasize commonly used and everyday expressions plus basic structures of high frequency.
4. Games should not isolate any one who refuses to participate, who is shy, or who is incorrect.
5. Games ought to be fast-paced and active allowing no time for the learner's thoughts to stray off the goal.
6. Rote mimicry is to be avoided in an oral game and the student must (eventually) understand what he/she is saying/doing.
7. Repetition of a game can incorporate the time lag which occurs in learning.
8. Games have to differentiate between youngsters and adults and between those who are attuned to auditory as opposed to visual or tactile stimulus.
9. Adults are generally trained to use a pen and make notes and the teacher must keep in mind

a means to make oral games an intrinsic reward.

10. Games, especially for adults, may reveal a conflict with another language concept, cultural value and the like.

The ultimate criterion is the success of the game itself.

EVALUATION OF ORAL UTTERANCES

Teachers evaluating oral production tend to use a "rule of thumb" method for, practically speaking, few have the time to devote to the creation of instruments for this purpose. Unlike other aspects of this study, however, there has been a great deal of research done in the domain of measuring oral utterances. To simplify matters, instruments, ideas and developments of the past few years were the only ones investigated.

Several reports note six common items for the scoring of oral fluency: accuracy, relevance, intelligibility, pronunciation, variety of structure, vocabulary and fluency itself. The teacher, however, must avoid the tendency to make this marking a form of reduced subjective testing especially when there is the problem of time. A further problem is that when responses are taped or the questions are taped, the entire procedure is impersonal.

Lee notes that Question-and-Answer games are some of the earliest used for identifying the degree of knowledge.[17] Some of the more obvious oral games are: What's This? Is this a -- or a -- ? Hidden Objects: Where is the -- ? Hidden Person: Perhaps he's in the -- . The obvious format would appear to be: model, set up the practised pattern,

correct immediately, re-drill and re-test so that testing and drilling are incorporated into the "game". The word "game" is used advisedly since although there may be superficial similarities to a game, in actual fact there are none of the qualities of a true playing situation, the most important of which is the element of the unpredictable. The teacher prepares students for the later period in which the learner incorporates several skills and meets the "unknown".

The oral game can be the simplest demonstration of how much progress has been made by the student from the beginning to a certain point in time. There is some concensus as to the six stages in language learning each of which needs its own game type.

(a) Mimicry-memorization,

(b) Drills,

(c) Question-answer practise,

(d) Oral summary of what has been read first as a group and then as an individual,

(e) Semi-controlled oral reports done through the medium of a series of questions answered by the pupil, and

(f) Discussion of selected topics based on audio-visual materials distributed to the class beforehand and then used by

the student in which case the teacher can employ more open-ended questions than in the previous level of development.

Such questions as: "What do you think of -- ?" and "What do you know about -- ?" would be appropriate to this last stage of development.

The ZIP Language Facility Test has a simple marking scheme which calls for the teacher to circle a number based on the level of response he/she hears from any given student. In a game situation, the teacher makes an averaged-rough score for the language production of students who are somewhat less aware of the fact that they are being graded than is the case under normal "testing" situations. As an example of the scoring, the student(s) is(are) shown a series of pictures and asked to make a comment. The scoring operates in this way:

1	=	single word(s)	"boy", "flower", "chair"
2	=	short phrases	"a flower", "boy run"
3	=	short sentences	"It's a chair." "That's a boy."
4	=	uninterrupted, longer sentences	"The boy is running up the road."
5	=	multi-phrased sentences	"The chair is broken and . . . "

Based on a series of eight pictures, the teacher has a scale as a gauge:

37-40 Excellent	25-28 Above Average	21-24 Average
33-36 Very Good		17-20 Below Average
29-32 Good		13-19 Poor

The teacher can obviously adapt or use this test and scoring for generalized oral games situations to score students for oral fluency.[18]

High/Scope Productive Language Assessment Tasks describes the cognitive curriculum which is an attempt to monitor oral English as an Additional Language in a less subjective manner than has previously been the case. The creators developed a Reporting Task in which students are given manipulable materials and allowed twenty minutes in this instructured situation to use the objects to assist in the creation of a story. Thirty minutes is allotted to the task of describing or narrating. The final measurement is based on fluency, syntactic maturity, the length of the T-unit, and vocabulary diversity. The descriptive quality is broken down, for example, into: quantity of words, seriation, subject modifiers, similes, metaphors, words of time and space. The descriptive density, on the other hand, is measured by single words rather than phrases, the diversity as a proportion (excluding similes and metaphors). Further, the descriptive scope is an average of the number of descriptive categories utilized. Reporting qualities are judged on the basis of the degree to which the person follows through on the given task. To elucidate, the marker

determines to what extent irrelevant or solely enumerative materials are used, to what degree the student reports what was done or made or how something was created. Grading is based on organization: the number of unrelated T-units, the count of T-units which are related but which are not closed, explanatory statements of cause, purpose, decision, effect and attribute. To round out the system devised for High/Scope, decodability was deemed necessary to the marking of oral ability by means of a simple question: "If this particular story were written down, to what degree could any given reader comprehend what is said?" The teacher who wishes to adapt this final aspect for scoring oral work may wish to devise a one word scale as "Well", "Adequately" or "Poorly" or some other similar means and, in fact, may find that for intermediate or advanced students, a so try-round game with one student giving the first sentence of the story and in turn others adding to it would give some far less precise but most interesting results both in terms of the game and in terms of a "mark".[19]

Another measure of language acquisition is one developed by Miller. This has as its basis different stresses. Pupils given a series of similar sentences with changes in the stress are asked to pick the picture matching the item heard. If the pupil hears these three sentences:
Bob didn't throw the ball to Sam/Bob didn't throw the ball

to Sam/Bob didn't throw the ball to Sam, he or she is asked to point in succession to the corresponding picture.[20]

Yet another method to be discussed is one used extensively in Israel. Students are told what the teacher is using as the marking basis. Then, they are asked to talk to one another on a given topic for approximately five minutes. Penalties are given for ½ dominating the talk and points for good vocabulary choice, use of idioms, and complex language. On the other end of the scale, minus points are awarded for disruptions (incorrect vocabulary, tenses or pronouns). To reduce the number of missed items, students are marked by teams of teachers who use the elegant system of plus and minus signs.[21]

Ideally, a game should take a pupil from dialogue and pattern drill to automatic response. But to do this, students must be well-prepared and coached. Elgin County, Illinois, felt that its ESL teachers needed materials, in some cases games, to help in the task of teaching English. To this end, the *Final Report* has drawn up twelve guidelines for materials which will allow for a progression from words, to phrases then on to sentences:

1. Games should be patterned on life situations.
2. Games materials must be easy to collect, and
3. Not require too many sources.
4. The games must not involve workbooks.

5. In addition, each must be inherently practical, and
6. Have an objective.
7. There must be good student response.
8. Each must be creative.
9. The games should not be too easy.
10. Ideally, each game should break down the skills required.
11. The preliminary format for drills should be unconfusing.
12. The games should allow pupils to: work alone, work with others, allow a pupil to make up a missed lesson or do a review.

As an instance, the *Report* discusses a game called "Shopping" in which there are at least seven skills needed in order to participate: subject-verb agreement, pronouns numbers, mass and count nouns, grocery and related vocabulary, reading practice, and writing practice. Of the several games cited in the study, it was seen as an essential factor that the games can be played on several levels for students who are beginners as opposed to intermediated and so on. Again, the various skills required must be broken down. In a game called "Calling the Doctor/Doctor's Office", a beginner would need to be familiar with: the verb "have",

"a"/"an", subject-verb agreement, the past tense of regular and irregular verbs, negative sentences, and medical vocabulary. An intermediate learner would have to be able to use the auxiliary "have" plus regular and irregular verbs, statements which must be tuned into questions using "do"; answers using possessives and the negative, past tense questions using "do", imperatives, and medical vocabulary.

In essence, the recommendation is that games are not played lightly nor without a great deal of consideration for a few excellent, beneficial items rather than a string of meaningless items.[22]

SUMMARY

There is evidently a need to gather much of the research on oral acquisition, learning styles, and to create sequential games. The teacher has to experiment with games, choose a few for various purposes, such as beginning stage, drill, review and so on and then think through what the objectives are, what each game reinforces and at what stage games of certain types need to be dropped. For instance, games which elicit very low response with students after a brief period of about two months or several attempts would be omitted except as an essential review of previously acquired skills.

Second, there needs to be some means by which teachers are more readily acquainted with successful oral games used in classrooms around B.C., particularly locally-developed games.

Third, teachers need to be encouraged to create and use oral games of a substantial, contextual type which will be more than a drill and which will function as the end-product of a series of skill-producing lessons.

Fourth, teachers need to take stock of present modes/ means of presenting items for learning and assess whether it is possible to be more exacting as to the number and type

of oral games used in the classroom.

Fifth, teachers have expressed a desire to see Canadian/local items developed presumably to fill an existing gap or to supplant imported material.

INDEX TO SELECTED ORAL GAMES

1. A Was An Apple
2. Adjectives
3. An Encounter
4. Animals
5. Alphabetical Adverbs
6. Alphabetical Travel
7. Because
8. Bird, Beast or Fish
9. Buzz
10. Catch and Say
11. Chain Reaction
12. Chain Spelling
13. Charades
14. Coffeepot
15. Completely Opposite
16. Deaf and Dumb Spelling
17. Doctor's Cat
18. Finishing
19. Follow The Alphabet
20. Fruit or Vegetables
21. Fun With Adjectives
22. Ghosts
23. Have You Seen My Sheep?
* 24. Hear
25. Homonyms
26. How?
27. How Do You Like Your Neighbours?
28. How Many Words A Minute?
* 29. I Need Help!
30. If
31. It's Here: It's There.
32. Jeopardy
33. Kim's Game
34. Let's Get Personal
35. Let's Travel
36. Matching
37. Mental-Hide and-Seek
* 38. Mystery
39. Omit One
40. Pack My Bag
41. Pass The Message
42. Patterns
43. Playing Store
44. Point-and-Say
45. Pronunciation Contest
46. Prince of Paris
47. Questions First
48. Quick on the Take
49. Rhyme Your Answer
50. Rhymed Vocabulary Review
51. Rhyming Guesses
52. Say Yes
53. Score First
54. Simon Says
55. Slides
56.* Smell
57. A Spelling Match
58.* Taste
59. Teakettle
60. That's My Watch
61.* Touch
62. Travel Agency
63. 20 Questions
64. Varying Direct Objects
65. Vocabulary On The Double
66. Was
67. What
68. What Am I? (Who Am I?)
69. What Do You See?
70. What Would You Do If . . .?
71. What's In The Bag?
72. What's In The Soup?
73. What's My Line?
74. Where's The Key?
75. Who Did It?
76. Who Does What?
77. Who Has The Button?
78. Why? - Because
79. Why Do You Like It? When Do You Like It? Where Do You Like It?
80. Word Bingo
81. Word Families

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* Original game created for this report.

Objective: Verb Past Tenses

Materials: Nil

Game: *A WAS AN APPLE* (No. 1)

The game begins with the first player announcing, "A was an apple." Then the succeeding players must make statements about the apple, using verbs beginning with the letters of the alphabet in turn. For example, "A ate it," "B baked it," "C cut it," "D divided it," "E examined it," etc.

The second time around, an object beginning with B is chosen. The game may be played through the alphabet, though the letters X, Y, and Z may be omitted.

Preparation: Drill in nouns and verbs

Analysis: The game may bog down if students are deficient in vocabulary and spelling. Additionally, there is strong emphasis on spelling whereas the teacher could alter rules to point out similarity of sound in preparation for or as a review of the concept of alliteration.

Objective: Adjectives, simple sentence replies, positive answers

Materials: Variety of objects

Game: *ADJECTIVES* (No. 2)

The teacher gives each pupil several items of the same sort (3 magazines, 4 pencils, 2 rulers, 7 coloured cards, 5 paperclips, 3 pieces of chalk, etc.).

The teacher asks each student to ask his neighbour for one object.

Teacher: Joan ask Bill for the big book.
Student 1: Bill, may I have the big book?
Student 2: Yes (Certainty, Of course, gladly, etc.).

Teacher (to Student 2): Bill, to whom are you giving the other books?
Student 2: I'm giving the other books to Sam.

And so on around the circle.

The teacher may make each round more difficult by asking for: more adjectives per round and for different initial replies by the second student rather than a simple "yes".

Analysis: It is conceivable that this type of game can be very dull and plodding. The teacher would need to ensure the game is played quickly but the game is limited in scope in this format.

Objective: Adjective use; replying to questions

Materials: Slips of paper

Game: *AN ENCOUNTER* (No. 3)

Each student receives a blank story form (which could also appear on the board). The first pupil fills in the first blank and the next student carries on and so on until it is completed or all questions answered.

1. A _____ girl 2. whose name was _____
3. met a _____ man 4. whose name was _____.
5. Where did they meet? 6. What did the girl do? 7. What did the man do?
8. What did she say? 9. What did he say?
10. What were the consequences of their actions? 11. What did people say?

Objective: Questions using simple present tense

Materials:

Game: *ANIMALS* (No. 4)

One player leaves the room. The other players decide upon an animal. It returns and asks questions until he guesses what the animal is. The questions must all be in the form "Do I . . . ?" which can be answered with Yes or No;

e.g., "Do I live in this country?" "Do I eat meat?" "Do I swim?" Do I have short ears?" For variation the questions may be asked in the third person: "Does it . . . ?"

The player who gives away the answer must become the next It.

Preparation: Drill in the present tense verbs first and third person; drill in nouns.

Objective: Use of adverbs and opposites

Materials: Nil

Game: *ALPHABETICAL ADVERBS* (No. 5)

This game consists of giving two adverbs for each letter of the alphabet, with the exceptions of X and Z, one word with a good connotation and the other with the opposite. Each player gives an adverb in turn, a player who cannot give an appropriate one being eliminated from the game. The game may be played twice through the alphabet, with no adverb being repeated.

The play might start in this way:

Bill speaks English ably.
Bill speaks English atrociously.
Bill speaks English beautifully.
Bill speaks English badly.
Bill speaks English carefully.
Bill speaks English crudely.

Preparation: Very extensive vocabulary drilling.

Objective: Simple future tense

Materials: Nil

Game: *ALPHABET TRAVEL* (No. 6)

The players sit in a circle or in their seats in the classroom. One player starts by asking the player next to him, "Where are you going?"

The player questioned answers with the name of a place, (e.g., "France.")

Then the first player asks, "What will you do there?"

The next player must answer with two words beginning with the first letter of the place named, (e.g., "Find friends.")

The play continues around the group until someone makes a mistake or uses a letter that has been used before. Then the play begins again. The object is to complete the questioning around the group with no mistakes.

Preparation: Drill in place names; future tenses, activities of travel

Analysis: As long as the teacher discourages strict memorization by not permitting the game to go A-Z in order and as long as definite follow-up or reinforcement by means of the blackboard, the game could be used as a review. This game does lend itself as well as others to learning while participating.

Objective: Use of "because" (and adjectives)

Materials: Nil

Game: *BECAUSE* (No. 7)

The first student describes an event (i.e.: "I broke the vase.") The second student must give an explanation starting with "because" - "Because your hands were wet." The third pupil gives a sentence describing the possible outcome, "My mother was very angry." Or "As a result, my father was sad."

Objective: Naming common categories of bird, animal or fish

Materials: Nil

Game: *BEAST, BIRD, OR FISH* (No. 8)

The players sit in a circle in their seats in the classroom with It standing in the center or in front of the students.

It points to any player and says Beast or Bird or Fish. Then she/he begins to count aloud to 10. If she/he reaches 10 before the player indicated can name a beast or a bird or a fish, according to the category demanded, then the roles are traded. If the player succeeds in giving a name before the count of 10, It must repeat the play with other players until someone cannot answer within the count of 10. The name of a given beast or bird or fish may be used only once during the game.

Variation: Categories may be expanded to include vegetable, mineral, sea life, plants, foods with a limit of three categories per session.

Preparation: Drilling in the names of common animal life.

Objective: Use of numbers

Materials: Nil

Game: *BUZZ* (No. 9)

The students may be seated in a circle or in their places in the classroom. Any player may begin the game. The group decides upon a "forbidden" number, e.g., 4. Then the players begin to count in turn, but no player must ever mention any number containing 4 or being a multiple of 4. Instead, he must say Buzz. If he fails to do this, he is eliminated from the play. The game may continue until all but one player have been eliminated.

Example: If the forbidden number is 4, the counting will go like this: 1, 2, 3, Buzz, 5, 6, 7, Buzz, 9, 10, 11, Buzz, 13, Buzz, 15, Buzz, 17, etc.

Variation: The game may be made more complicated by having two forbidden numbers, e.g., 4 and 7. In place of 4 or multiples of it, the players will say Buzz; and in place of 7 or multiples of it, the players will say Fizz. For a number that involves both, like 28, they will say Buzz-Fizz.

Preparation: Review of simple division and numbers

Analysis: This game is one of the more objectionable of its types as it puts an emphasis on the establishment of a mental set rather than the learning of language.

Objective: Simple sentences and required pattern (opposites etc.)

Materials: A Ball

Game: *CATCH AND SAY* (No. 10)

The group forms a circle with you in the middle. Throw a ball to someone in the circle and as you do so ask for a word or sentence. The person to whom the ball is thrown must catch the ball and produce the word or sentence. For example, a fluency game in opposites might go something like this:

Instructor (throwing the ball): It's hot.
Learner (catching the ball): It's cold.
L: (throwing the ball to L2): It's rough.
L2 (catching the ball): It's smooth. Etc.

Objective: Categories, spelling

Materials: Nil

Game: *CHAIN REACTION* (No. 11)

The members of the group decide upon a category (e.g., animals, cities, vegetables, famous people, nouns, adjectives, or verbs.)

The first player names something in the category decided upon and begins to count to 10. While the first player is counting to 10, the second player must give another word in the same category beginning with the last letter of the word given by the first player. If he can't give a word before the count reaches 10, he is out of the game.

Analysis: As with other games of this type, the teacher must give thought to the rule about dropping members from a team, especially since an "out" is given on the basis of spelling (which many studies suggest is not the key to language learning that many educators would have the public believe it is).

Objective: Spelling and use of categories

Materials: Nil

Game: *CHAIN SPELLING* (No. 12)

The words used in this game may be limited to a category, such as verbs or nouns.

One player begins by spelling a word in the category decided upon. The next player must spell a word in the same category but beginning with the last letter of the first word spelled. Any player beginning with the wrong letter, mis-spelling his word, or giving a word outside the category is dropped from the game, which may continue until there is a single winner, depending upon the size and alertness of the group.

Preparation: Drill in spelling and grammatical categories

Analysis: Spelling is over-emphasized in the learning of a language. It should be treated as an elaboration of a basic understanding. Similarly, categories as "verb" or "adjective" are aids to learning and not an end of themselves so that to place undue stress on this aspect may be to skew the native concepts of English.

Objective: Use of nouns

Materials: Envelope, cards, pictures

Game: *CHARADES* (No. 13)

In an envelope, the teacher can put cards on which are printed nouns for any special day or season of the year plus pictures (i.e.: Easter, Hallowe'en, Valentine's Day, etc.). Each student draws a card from the envelope and must act out the word silently while the others guess what it is.

Objective: Verbs practise

Materials: Nil

Game: *COFFEEPOT* (No. 14)

While the player selected to be the first It is out of the room, have the group agree on a verb or activity, such as skiing or dancing. After being called back into the room, It tries to discover the activity by asking questions of the group. In place of the unknown verb or activity, It uses the word coffeepot in his questions. For example, "Can you coffeepot alone?" "Do children coffeepot?" "Is coffeepotting fun?" The person questioned must always answer with the truth, and the one who finally causes It to guess the word becomes the next It.

Preparation: Sentence format and verbs in particular

Analysis: Eventually pupils will adjust to the use of the rather nonsensical "coffeepot" in place of the ubiqiutous "it". Games of this type might give EAL teachers pause to ask what the purpose is of the substitution since its counterpart is rarely if ever used by native speakers in oral games.

Objective: Opposites

Materials: Nil

Game: *COMPLETELY OPPOSITE* (No. 15)

All but one of the players sit in two rows facing each other. Players directly opposite each other are partners. The player left standing (It) walks behind either row, addressing any player facing him in the farther row. The response must be given, not by the player addressed, but by his partner, who sits with his back to It.

It gives a word, and the partner of the person addressed must give its opposite, e.g., tall, short; sit, stand; pretty, ugly. Any player responding to a word addressed directly to him, or failing to respond to one addressed to his partner, or giving an incorrect word changes places with It.

The game is adapted to the vocabulary that the group has studied up to this point.

Variation: Adaptations may be made to other subjects by using questions to be answered by the partners.

Analysis: In terms of social address, this game teaches that people respond or not respond in inappropriate context. The game can be considered a rather clumsy one especially for reviewing simple opposites and the teacher might question whether this set of rules was engendered just to be different rather than to underscore a vital teaching point.

Objective: Spelling

Materials: Spelling list

Game: *DEAF AND DUMB SPELLING* (No. 16)

This game is conducted as a spelling match except that the players do not say any of the vowels. If a student says a vowel or misspells a word, he must sit down.

In the place of each vowel, the student makes a motion, as follows:

A - raises his right hand
E - raises his left hand
I - points to one of his eyes
O - points to his open mouth
U - points to the teacher

Example: If the word to be spelled is minute, the student does the following:

Says M
Points to his eye
Says N
Points to the teacher
Says T
Raises his left hand

Analysis: This game can seem silly and meaningless to students. One might wonder why pupils are encouraged to attach letter values to a movement unless it is to affix spelling in the mind.

Objective: Use of adjectives

Materials: Nil

Game: *THE DOCTOR'S CAT* (No. 17)

The players are seated in a circle or in their places in the classroom. The first player makes a statement about the cat, using an adjective that begins with A, e.g., "The doctor's cat is an angry cat." Each player takes his turn repeating the statement but using a different adjective beginning with A until the play has gone around the group.

Then the first player makes a statement using an adjective beginning with B, e.g., "The doctor's cat is a bad cat." The game continues thus through the alphabet.

Any player who is slow to answer or who fails to answer must drop out of the game. No adjective may be repeated.

Preparation: Extensive drilling in adjectives

Analysis: The constant repetition of the same sentence will cause some boredom. Teachers should be prepared for play periods which extend no more than 5-10 minutes.

Objective: Completion of a subordinate clause

Materials: Papers or cards

Game: *FINISHING* (No. 18)

The students are given half sentences which allow them to express their own ideas in a subordinate clause. The examples are read aloud in turn.

Example: An ideal mother is one who -- .
A good meal is one which -- .
A perfect brother is one who -- .
A nice vacation is one that -- .

Objective: Simple sentences, adjectives, geography, names

Materials: Nil

Game: *FOLLOW THE ALPHABET* (No. 19)

For this game, the players may sit in a circle or in their seats in the classroom. Any player may begin the play. He will name a person, the place where he lives, and an adjective describing him, all beginning with the letter A. For example, he might say, "I know a girl named Alice. She lives in Australia, and she is amiable." The second player will do the same with the letter B, and so on around the group and through the alphabet.

Preparation: Extensive knowledge of place names, adjectives and names of people.

Objective: Use of question format

Materials: Nil

Game: *FRUITS OR VEGETABLES* (No. 20)

Divide the group into two teams for this game. Each team decides on a fruit or vegetable, whichever category has been agreed on. One team begins the questioning, each member being allowed to ask one question to be answered by anyone on the opposing team.

Sample Questions:

Does it grow in this country?
What color is it?
How big is it?
Is it eaten raw or cooked?

If the team is able to guess the fruit or vegetable, it scores one point. If they cannot guess after every member has asked one question, the other team tells the answer and no score is made. Thereupon, the questioning goes to the other team. The play goes on in this way, with the two teams taking turns questioning.

Preparation: Drilling of question format and general knowledge terms (size, shape, etc.)

Analysis: This game is a variation on 20 Questions and can be considered a substitute.

Objective: Adjective and opposites practise in sentence pattern

Materials: Nil

Game: *FUN WITH ADJECTIVES* (No. 21)

Divide the group into two teams. The first player on one team says something good about Bill, using an adjective beginning with A, e.g., "Bill is able."

The first player on the opposite team counters with something bad about Bob, also beginning with A, for example, "Bob is awful."

The play continues in this way through the letters of the alphabet, excepting X and Z. A player is dropped from the game if he cannot answer immediately or if he makes a mistake in answering.

Variation: The game may be played using opposite adjectives without regard for alphabetical sequence, but no adjectives may be repeated. Play might start with "Bill is tall," and continue with "Bob is short," etc.

Preparation: Drilling in adjectives and opposites

Analysis: Educators who object to barring pupils from goals will not recommend this form of the game.

Objective: Spelling, vocabulary

Materials: Chalk and blackboard (optional)

Game: *GHOSTS* (No. 22)

The first player thinks of a word and calls out the first letter, which the teacher writes on the blackboard. The next player, with a word in mind (but possibly not the same word the first player was thinking of), calls out a second letter. Each player tries not to finish a word, because if he does, he becomes one-third of a Ghost. As each player calls out his letter, the teacher adds it to the other letters on the blackboard.

Example:

First player - F (thinking of fish)
Second player - I (thinking of fight)
Third player - N (thinking of finish and forgetting that fin is a word)

Thus, the third player has become one-third of a Ghost. After he finishes two more words, he will be a Ghost and out of the game.

If the player whose turn it is cannot think of a word containing the combination of letters that has been given, he may challenge the preceding player to tell the word he had in mind. If that player cannot give a correct word, he becomes one-third of a Ghost; and the play starts again.

If the group is not too large, it is possible to spell until one player is left the winner. It is also possible to play the game completely orally without the use of the blackboard.

Preparation: Practise in spelling and vocabulary

Analysis: It is possible that this game is a good substitute for Scrabble but must be watched for the time element.

Objective: Question and answer format

Materials: Nil

Game: *HAVE YOU SEEN MY SHEEP?* (No. 23)

All the players except It stand in a circle. It, who is outside the circle, goes up to one of the players, taps on his back, and asks, "Have you seen my sheep?"

The player addressed asks, "How was he dressed?"

Then It begins to describe one of the other players in the circle. As soon as the player who is being described recognizes himself, he begins to run around outside the circle with It running after him. If the player does not get back to his place in the circle before It catches him, he becomes It and the play is repeated.

Preparation: Drill in use of colours, size, names of clothing, etc. for a personal description

Analysis: It is uncertain as to whether adults would play this game or permit the physical set up. Alterations to the game may be essential.

Objective: Use of nouns, verbs

Materials: Tape and tape recorder

Game: *HEAR** (No. 24)

The pupils listen to a tape which exhibits a variety of everyday sounds with some key before each sound such as a number to separate individual sounds. The pupils must guess what each noise is before the next number. These noises might be done in categories: weather, musical instruments, traffic, city, people, animals, etc.

Ojective: Knowledge of homophones and homonyms

Materials: Teacher's list of homonyms

Game: *HOMONYMS* (No. 25)

The teacher should prepare in advance a list of the homonyms that the students know. Here are suggestions: threw, through; passed, past; no, know; eight, ate; their, they're, there; two, to, too; peace, piece; weight, wait; sun, son; new, knew; by, buy; our, hour; hear, here; red, read; week, weak; eye, I; right, write; weigh, way; knows, nose; sea, see; tide, tied, etc.

The teacher should say a sentence containing a homonym to each student in turn. The student should answer with another sentence in which he uses the pair to the homonym used by the teacher. One point is scored for each correct sentence. A student who cannot answer is out of the game.

Preparation: Drilling in homonyms

Analysis: Teachers might wish to alter the rule that a pupil who misses is counted out.

Objective: Simple answers, adjectives

Materials: Tape recording

Game: *HOW?* (No. 26)

The teacher plays a tape. After each short excerpt, asks a questions using "how?"
Tape: Of someone singing badly.
Teacher: How does Mr. Dhaliwald sing?
Student: Mr. Dhaliwald sings badly
(or "He sings well.")

Objective: Use of "like", "want" and questions

Materials: Nil (except for chairs)

Game: *HOW DO YOU LIKE YOUR NEIGHBOURS?* (No. 27)

The players sit in chairs in a circle. One player stands in the center of the circle and asks one of the other players the question, "How do you like your neighbours?"

The player addressed answers, "I don't like them."

Then the player in the center asks, "Whom do you want for neighbors?"

The player addressed answers with the names of two other players in the circle, not those sitting on either side of him. At once, the two players named try to change places with the players on either side of the one who was questioned. In the scramble, the player in the center also tries to get a seat. The person left standing becomes It for the next play. None of the four persons involved in the play may remain in or return to the seat where he was sitting.

After this play has been well learned, the game may be varied by having the player questioned occasionally answer, "I like them." Then everyone in the circle must move to a different seat while the player in the center also tries to get one. The player who is left standing becomes It.

Preparation: Drilling in the difference between "like" and "want" and several simple sentence patterns

Analysis: There are several possible criticisms of this game. First, it is juvenile; second, the point of the exercise is unclear; as well, the phrase "I don't like them" is somewhat negative and it would seem possible to create and use positive games other than ones such as this.

Objective: To say words with speed

Materials: Stop Watch

Game: *HOW MANY WORDS A MINUTE?* (No. 28)

For this game, the leader needs a watch with a minute hand. He stands before the group with the watch in his hand. The leader points to a player and announces a letter. The player indicated must begin immediately to list words beginning with the letter named, while the leader times him to one minute. Proper names do not count, and the leader never calls X, Y, or Z. Of course, words may not be used twice. Each player's score is the number of correct words he has listed in the minute allow him.

Preparation: Drill in vocabulary

Analysis: Unless pupils are quick and have a sizeable vocabulary, under these conditions 20 seconds or move may elapse between words in a list.

Objective: Give directions, use of prepositions

Materials: Paper mock-up of a house, a sticky token

Game: *I NEED HELP!** (No. 29)

Two or more may play. One person is helpless and the others are helpers. The helpless one makes an imaginary call for help - he or she can't find something in the house (i.e.: scissors, salt, etc.) This person takes 2 tokens and places 1 in a specific spot in a

paper mock up.* The helpers team,with each person taking a turn taking the helpless person from telephone to the lost object.

For example:

Helpless: Mom, I can't find the salt.
Helper No. 1: Where are you?
Helpless: I'm in the -- beside the -- .
Helper No. 2: Go to -- etc.

Preparation: Simple verbs, commands, prepositions

Analysis: Refinements may be needed

* One token will be the object sought; the other token is to show where he/she is standing and telephoning. The paper mock up can be of the house or the town, etc.

Objective: Dependent and independent clauses

Materials: List of questions

Game: *IF* (No. 30)

The teacher supplies the "if" clauses and the student replies with a sentence patterned on the original:

T: "If you were rich, where would you travel?"
S: "If I were rich, I would travel to -- .
T: "If you were a famous musician, what instrument would you play?" etc.

Objective: Practise of several simple sentence forms

Material: Personal objects

Game: *IT'S HERE: IT'S THERE.* (No. 31)

Put objects into two piles one on each side of the room. One team goes to one pile, and the other goes to the second pile. Each person tries to find an object belonging to him in the pile which his team happens to be searching. If it is in the pile, he must

not remove it; if it is not, he is to assume that it is in the other pile, at the other end of the room. Now each person takes his turn in locating his possessions, using such sentences as: "My pencil is here." "My knife is there." "My book is there." He should point to the pile he is referring to, the pile which is near (HERE) or the one which is far away at the opposite end of the room (THERE). Those who have located their belongings in the nearby pile are allowed to take them back after having identified them correctly. (This is my pen, knife, etc.). Only after all such objects have been removed are the objects which are located at a distance from their owners identified and returned. This is done in the following way. First the owner must locate them again (e.g. "My hat is there.") Whereupon, a person near the object picks it up and identifies it ("This is your hat." or "Is this your hat, Mr. X?" if the inverted form has been taught). The owner replies and meets the other half way to retrieve his belonging (Yes, that's my hat. . . . "Thank you.") The question forms can be elaborated to suit the level of the group.

Preparation: Drilling of several sentence forms.

Objective: Can be used for cultural introduction and question formation

Materials: Slips of papers (with questions in 4 or 5 categories

Game: *JEOPARDY* (No. 32)

Four or five categories are chosen (Geography, History, Maths, Spelling, Art, etc.) questions are made up and grouped by difficulty (simple questions = 5 up to 50 points for difficult questions).

Students compete in teams. Each student in turn picks a category. A value then is shown the answer and the pupil must give the question.

Category: Geography
Answer: The capital city of Ontario
Question: What is Toronto?

A correct reply gives the team those points.

Objective: Use of simple sentence patterns, names, of objects, labels for colour, size, etc.

Materials: Common objects

Game: *KIM'S GAME* (No. 33)

Place half a dozen or more objects on a table or on the floor and cover them with a cloth. Remove the cloth for about half a minute and let both teams have a look at the objects. Members of each team alternatively take their turn in naming an object. If possible, have them do so within a sentence pattern which has already been taught. Each object may be named only once. As the group becomes used to the game, increase the number of objects and reduce the time exposure. At the intermediate level, require more details about the object named. At this level, for example, it will not be sufficient to identify the object as a pen, but as a red ball-pen. A point is given for each true statement.

Preparation: Preteach the names of objects; sentence pattern "This/that/these/those/is/are (a) -- " and adjectives of colour, size, shape, etc.

Analysis: This game develops attention and memory span in addition to being a quick and easy noun drill.

Objective: Dialogue

Materials: Questions list

Game: *LET'S GET PERSONAL* (No. 34)

The teacher asks personal questions which require simple through to complex answers:

T: "What colour is your father's car?"
S: "Blue."
T: "What is the name of the last movie you saw?"
S: "It was -- ."
T: "What is your favourite television programme?"
S: "My favourite T.V. programme is -- ." Etc.

Analysis: To accustom students to the game, the teacher can use dittoed sheets and continue to ask questions in the same order until it appears that pupils can deal with questions out of their usual order.

Objective: Geographical terms, directions, activities

Materials: Map(s), pictures or illustrations

Game: *LET'S TRAVEL* (No. 35)

The teacher can distribute maps to each student and display pictures with labels. In turn, each student is asked to help with a trip:

T: "What cities would you pass through if you travelled from -- to --?"

S: Gives appropriate answer.

T: "What mountains would you see?" (The teacher may assist by pointing to pictures after an answer) etc.

Analysis: This game needs a follow up and is an excellent enculturation device particularly as preparation for a specific field trip.

Objective: Development of sentence patterns and inclusion of details

Materials: Two sets of identical cards

Game: *MATCHING* (No. 36)

All cards are laid face down. The students must pick up 2 cards at a turn, and try to recall where matching cards are. For beginners or the first round, only the name

of the item on the card is needed to win the card. For the next round or slightly more advanced people, the person must name the item in sentence form. The rounds or levels advance as the teacher wishes.

1. Item name only	1. Rabbit
2. Sentence format	2. This is a rabbit (or Those are rabbits).
3. Sentence format plus colour.	3. This is a white rabbit.
4. More complex sentence format with 2 details.	4. This is a brown rabbit on a green background.
5. Three details.	5. This is a black rabbit on a green hill. It has long ears.
6. Four details or facts.	6. This animal is a rabbit. It is in a field eating a carrot. Rabbits eat vegetables.

Objective: Use of prepositions

Materials: Nil

Game: *MENTAL HIDE-AND-SEEK* (No. 37)

First, the group should decide on the limits of the territory to be considered in the game, such as in the building, in the room, on the grounds, in the city. Then one player thinks of a hiding place, in other words, hides himself mentally. The others try to guess where he is hiding, and the player who guesses correctly becomes the next one to hide. Since the game is imaginative, the player may be hiding behind a picture, in a desk, on a high shelf, etc.

Preparation: Drill in use of prepositions and nouns of place to create a phrase.

Analysis: A more physically active format might be sought by choosing to do orienteering or scavenger hunts with students or teams.

Objective: Sentence solutions to a complex, short story

Materials: Pre-printed mystery stories or brain teasers

Game: *MYSTERY*[4] (No. 38)

Students listen to a short mystery story and then orally give the solution.

Analysis: The teacher may need to lead students through the solution process supplying terms until the students are practised enough to supply answers.

Objective: Noun practise

Materials: Word lists

Game: *OMIT ONE* (No. 39)

The lists to be used in this game must be prepared ahead of time. Words used, of course, must be within the limits of the vocabulary the students have studied up to this point. Many textbooks contain practice exercises of this type which may be adapted for the purpose of the game.

To each player in turn, the teacher will say four words, all but one of them in the same category. The player must quickly repeat the word which does not belong with the others. For example, if the words are menu, soup, bread, rice, the player will say Menu because it is not a food. A correct answer scores one point.

Examples:

1. bottle, cup, glass, corner
2. salad, soap, bread, meat
3. plate, pencil, eraser, book
4. floor, wall, door, street
5. tree, hill, picnic, river
6. Sunday, week, Friday, Thursday
7. history, England, geography, mathematics

8. question, answer, sentence, song
9. shoe, hair, tie, dress
10. October, month, day, week

Preparation: Drill in nouns

Analysis: Since students will see the end point in such a game, it may be useful to follow-up with a list or a brief discussion as to correct answers.

Objective: Repetition of a pattern plus nouns

Materials: Nil

Game: *PACK MY BAG* (No. 40)

The students rotate with the usual sentence: "I packed my bag for Timbucktoo and in it I put -- , -- , --." Etc.

To assist, the teacher can print on a card the reply as a student cue.

Objective: Making sense orally of an unknown message

Materials: Slips of paper and display cards

Game: *PASS THE MESSAGE* (No. 41)

A slip of paper with a message is passed to the first person in a line of people. The object of the game is to have the final version passed along verbally and come out as similar as possible to the original. The correct answer can be flashed on a display card at the end of each round.

Analysis: The game has little point behind it unless the teacher can make clear the mistakes in hearing and pronunciation showing distortions in production. The very nature of the whispering game makes teacher commentary virtually impossible. This game is probably best kept for native speakers who appreciate the silly nature of the game.

Objective: Practise in categories

Materials: Nil

Game: *PATTERNS* (No. 42)

The players sit in a circle or in their places in the classroom. Any player may begin the game by announcing a word that fits a pattern he has in mind. The object of the game is for the other players to discover the pattern by a trial and error process. The play continues until most of the players show by the words they give that they have discovered the pattern. Then the pattern is announced for the few who have not yet discovered it.

For example, the first player might say Ball, having in mind round objects. The other players take turns giving words, to which the first player says No or Yes, according to whether or not they fit the pattern he has in mind, in this case, round objects. Every time a word is approved, the other players compare the first word given and the approved example to see what they have in common. Players who know the pattern give correct examples when their turns come.

Many types of patterns are possible, for example, shapes, sounds, composition. A player might start with Church, having in mind words that end in the sound ch, or Table, thinking of objects having legs. There are unlimited pattern possibilities.

Preparation: Drill in a variety of categories and exercise in creative thinking.

Objective: Spelling, naming of objects

Materials: Cards with letters of the alphabet

Game: *PLAYING CARDS* (No. 43)

The leader needs a set of cards with the letters of the alphabet on them.

The group decides upon a kind of store (grocery, hardware, department, etc.). As the leader shows the letters in turn, each player must name something beginning with the letter shown which can be bought in the kind of store decided upon. Players who cannot answer are eliminated from the game.

This game may also be played with teams, the score going to the team a member of which calls a correct word first.

The game continues in this way around the group, each player who fails to give a word in the time limit or who makes a mistake being eliminated from the game. No word may be used more than once.

Analysis: Again note the heavy emphasis on spelling and on elimination.

Objective: Naming of things

Materials: A series of common objects

Game: *POINT-AND-SAY* (No. 44)

This is the simplest of the observation games. Simply divide the group into two teams, touch or hold up an object the name of which has been taught. Members of each team take their turn in naming the object by pointing and saying: That's an -- . If someone should fail to name the object correctly, his opposite number on the other team can make a point by naming the object.

Preparation: Learning of simple sentence patterns and object names.

Analysis: Depends on competition for motivation. Not suitable for every culture or can be altered to suit. This is one of several similar games.

Objective: Correct word pronunciation

Materials: Word list, cards or blackboard

Game: *PRONUNCIATION CONTEST* (No. 45)

In preparation for the game, the teacher should make a list of the words the students have studied that are sometimes mispronounced. The words may be written on cards to be shown one at a time or they may be written one at a time on the blackboard as the game progresses.

Divide the group into two teams, as for a spelling match. Show a word to a player on each team in turn. If a player on one team mispronounces a word, it goes to the next player on the other team. A player who mispronounces a word must take his seat. The game may continue until one player is left standing, or the team with the larger number of players left standing may be declared the winner.

Preparation: Drilling in pronunciation and pronunciation rules

Analysis: The teacher may chose to alter rules involving retirement of unsuccessful pupils.

Objective: Questions and answers in the polite form

Materials: Nil

Game: *THE PRINCE OF PARIS* (No. 46)

The players sit in a circle, the one who has been chosen as It standing in the center. The other players are numbered consecutively from 1 up.

The play begins as It steps in front of one of the players in the circle and says, "The Prince of Paris has lost his hat. Have you found it, Number 4, sir?"

Number 4 jumps immediately to his feet and says, "What, sir? I, sir?"

It answers, "Yes, sir. You, sir."
Number 4 says, "No, sir! Not I, sir!"
It then asks, "Who, then, sir?"
Number 4 answers (for example), "Number 7, sir."
He looks at Number 7.

Number 7 must jump immediately to his feet and repeat the dialogue above (beginning with, "What, sir? I, sir?") with It, indicating another number in his last answer. The game continues in this way as each number is called. The answers should be given fast.

The object of the game is for It to try to repeat the statement, "The Prince of Paris has lost his hat" before the player whose number has been called can jump to his feet and say, "What, sir? I, sir?" If It is able to do this, he changes places with the player who answered too slowly and that player becomes the new It.

Any player who fails to say Sir in the proper places must also change places with It.

Preparation: Rapid drill practise

Analysis: The entire game could evolve into a shouting match. The objective does not seem to be well served by this activity and can be taught in more enticing ways as role-playing, etc.

Objective:

Materials: Short taped story (stories), tape recorder, questions list

Game: *QUESTIONS FIRST* (No. 47)

Before listening to the story, the teacher can give two questions which the pupils answer at the end of the listening period (2 minutes). Subsequently, the process can be repeated by replaying the tape after giving 2 new questions. This question-story process can be repeated any number of times:

T: "Who died?" "What did the father say?"
Tape is played.

Students answer, etc.
T: "When did it happen?" "What's the name of the town?"

Analysis: Teachers are cautioned to chose stories carefully. Although an example involving death is given, as with formal tests, there are certain topics which might best be avoided.

Objective: Practise in parts of speech categories

Materials: 2+ alphabet card sets

Game: *QUICK ON THE TAKE* (No. 48)

Facing the group the leader draws one letter at a time and holds it up for all to see, saying at the same time the name of one part of speech, such as Noun, Verb, Adjective, or Adverb. The group member who first gives a correct word receives the card. If no one can give a word within five seconds, the letter is returned to the stack. The winner is the player holding the most letters at the end of the playing time.

The game may also be played by two teams, with any member of a team calling out a word.

Variation:

Other categories besides the parts of speech may be used, such as foods, materials, and containers.

Preparation: Drill in parts of speech, categories

Analysis: This game is a variation on other games listed but using the cards physically may assist the progress of the game.

Objective: Practise of sentence structure and rhyme

Materials: Nil

Game: *RHYME YOUR ANSWER* (No. 49)

The players are seated. One player starts the play by asking the next one a question, for example, "How are you?" The next player must answer with a sentence the first word of which rhymes with the last word of the question. He might say, "Blue, if you really want to know." The play continues in this way, each player saying something beginning with a word which rhymes with the last word of what was said by the previous player.

The above beginning might be continued in this way:

Third player: "Show me something."
Fourth player: "Sing us a song."
Fifth player: "Long ago, there was a flood."
Sixth player: "Mud is difficult to walk in."

Players who can't answer, who answer incorrectly, or who don't answer immediately may be dropped from the game. Of course, the sentences given must be grammatically correct and make some sort of sense.

Preparation: Drilling of complex sentence structures.

Analysis: The comments on rhyme and dropping of contestants applies as for other games.

Objective: Use of rhymes (pronunciation)

Materials: Vocabulary list

Game: *RHYMED VOCABULARY REVIEW* (No. 50)

In advance a list is prepared from the vocabulary the students have studied. As the teacher reads each word from a list, students are asked in turn to give another word that they know which rhymes with the word given. Any player who cannot answer or makes a mistake is out of the game.

Preparation: Drill in rhymes and training of the student "ear" for English.

Analysis: The ultimate reasons for students using rhyme here is questionable - to what degree does it contribute to a knowledge of the structure or to what extent will students use it in everyday situations? If one can be convinced that this game solidifies the knowledge of similar sound patterns, then there is value in the game.

Objective: Use of definition through rhyme

Materials: Nil

Game: *RHYMING GUESSES* (No. 51)

The player who has been chosen to begin the game thinks of a word and then announces to the group not the word he has thought of, but a word that rhymes with it. For example, if he is thinking of let, he might say, "I'm thinking of a word that rhymes with set." Then each player in turn asks a question about a word he has in mind that rhymes with set, without naming his word. It must answer each question, using the word that each player has indicated.

For example, the questions and answers about set might continue in this way:

"Is it the past of a common verb?"
It: "No, it isn't met."
"Is it something people do at a horse race?"
It: "No, it isn't bet."
"Does it mean to receive?"
It: "No, it isn't get."
"Is it what one person owes another?"
It: "No, it isn't debt."
"Is it a verb of permission?"
It: "Yes, it's let."

The player who guesses the answer or who asks a question that It can't answer becomes the next It.

Preparation: Drilling in definitions, sentence patterns and rhyme.

Analysis: Although the author of this game claims that this game is very successful it is possible native speakers would find this difficult, dull and pointless. The teacher may feel rather defensive about games of this type and might have difficulty bridging the cumbersome time gap between questions.

Objective: Question structures

Materials: Tokens (5 per person)

Game: *SAY YES* (No. 52)

Each player is given five tokens. When the signal to start is given, the players mingle and ask each other questions. The object is to cause another player to answer Yes.

Any player who answers Yes must give one of his tokens to the questioner who caused him to answer affirmatively. The winner is the player who collects the largest number of tokens in the time allowed for the play.

Preparation: Drilling in the making of questions.

Analysis: Similar to other question-generating games but the use of tokens makes the game more physical and concrete.

Objective: Practise in 4 word categories (adjectives, verbs, nouns, adverbs)

Materials: Nil

Game: *SCORE FIRST* (No. 53)

Each player in the group may ask for 10 words (5, if the group is large). The first player to call a correct answer gets one point. The teacher should act as the referee, deciding which student was the first to call a correct answer.

The first play might go like this:

First Player	Answers By Different Players
Noun-T	Table, top, tape, truck
Verb-L	Like, love, lick
Adjective-P	Peaceful, pretty
Noun-B	Book, baseball, balloon, boy
Adverb-F	Fast, funny

Letters may be repeated during the game, but words may not.

Analysis: Some teachers will object to encouraging students calling out answers. Comments regarding the emphasis on spelling and parts of speech apply as in previous analysis.

Objective: Use of requests or commands

Materials: Nil

Game: *SIMON SAYS* (No. 54)

Students may sit in their usual seats for this game.

The person who is It stands in front of the group, requesting the group to do certain things which he also does himself. He might say, for example:

Simon says, "Put your right hand up."
Simon says, "Put your right hand down."
Simon says, "Clap your hands."
Simon says, "Point to the clock."

It does all the things he requests the group to do, and they imitate him. Finally, he gives a request without first saying, "Simon says." He does what he requests the group to do, but anyone who imitates him this time becomes It. In other words, the group should do only the things that Simon says to do. A player caught doing something that Simon did not say becomes It. The game must be played fast to become effective.

This game is useful when request forms are first being introduced and when the students are familiar with such verbs as point, touch, put up, and put down and are learning to distinguish between right and left, ear and eye, etc.

Preparation: Drill in simple verbs, body parts, etc.

Analysis: Some teachers swear by this game while others reject it as silly and pointless. It would be interesting to ask students years after they have played/learned this game, to give their estimates of its worth.

Objective: Switching from first to third person, recounting events/actions in a story

Materials: Slides, slide projector

Game: *SLIDES* (No. 55)

First, the teacher can show a series of slides which tell a story about a person. The teacher should use the first person singular. The slides are re-shown and the students must restate the actions using the third person.

Objective: Enculturation, simple sentences, explanations

Materials: 15 or more small containers with numbered acetate labels; objects with definite smells

Game: *SMELL* * (No. 56)

The teacher can set up a display of containers with different materials. Each container can be created to hide what is inside but labelled by numbers which can be changed if necessary. The students take turns guessing what each is. The teacher can require different levels of answers: single word, simple sentence, answers plus reasons. Some items could be: cheese, burnt paper, sea water, pine needles, grass, perfumes, cigarette ashes, vinegar, sulphur, etc.

Variation: The teacher after the contest can introduce display cards to explain each smell in detail which may lead to smell lessons on each (i.e.: making Roquefort cheese; exercise and the need for the body to sweat, manufacture of vinegar and some of its uses, etc.).

Objective: Spelling

Materials: Word list

Game: *A SPELLING MATCH* (No. 57)

If the class is larger than 20 students, the teacher would do best to select two teams of of students each to compete while the rest of the class watch and listen. Then other teams may compete until every student has had a turn, with the winners of various contests being played off against each other to get a winner for the class.

The teacher needs a list of the words the class has studied up to this point. The teams line up at opposite sides of the room, and the teacher says a word to the first player on one team. The player spells it aloud. If he misspells it, he sits down and the word is said to the first player on the other team. If the player spells the word correctly, he remains standing, and the next player on the other team gets the next word.

The play continues in this way, the players on the two teams alternating turns in spelling the words said by the teacher. Any player who makes a mistake sits down. When the last player on a team has had a turn, the play returns to the first player. If time allows, it is possible to play until only one player is left standing.

Analysis: The teacher is reminded that to exclude pupils from participation is not recommended.

Objective: Adjectives, descriptive sentences

Materials: Tooth picks, items for tasting, cups of water

Game: *TASTE* * (No. 58)

The teacher may go through any number of brief experiments. For example: dissolve a spoonful of sugar in a small glass of water. Dip a tooth pick in it and touch the tooth-pick lightly to the different parts of one student's tongue. That student must briefly say what he or she tasted. The same may be done with salt, vinegar, etc.

Variation No. 1

The students may be asked to do the tooth-pick test with a variety of items and guess - in a pattern the teacher finds most successful. Some items may be hot, sour, sweet, cold, bitter, creamy, peppery, oily, burned, nutty, fishy, minty, etc. As an item is tried, a description must be supplied. The level of description may vary.

Variation No. 2

All items to be sampled may have approx-imately the same appearance: clear liquids, white powders and the concepts of "same" and "different" may be added.

Cups of water for mouth cleansing may be useful.

Objective: Use of homonyms

Materials: Nil

Game: *TEAKETTLE* (No. 59)

This game is similar to "Coffeepot" to the extent that the word teakettle is used in place of the one It is trying to guess.

While It is out of the room, the other players decide upon a pair of homonyms, such as park or boar and bore. When It

returns to the room, each of the players in turn says something to him or asks him a question, using the word teakettle in place of the homonym. The player who finally causes It to guess the answer becomes the next It.

Preparation: Drilling of homonyms and sentence patterns

Analysis: As with "Teakettle", the student is continually confronted with the unnecessary barrier of the chosen term. A more workable method may be to insert a blank space of time into the sentence at the appropriate word so that the student more easily apprehends that there is a word to be inserted. A native speaker might find the repetition of "teakettle" annoying and confusing and there is no reason why a non-native learner should feel any different.

Objective: Use of simple sentence patterns

Materials: Personal belongings

Game: *THAT'S MY WATCH* (No. 60)

From each member of the group collect one or more of his personal belongings, pens, pencils, books, knives, watches, etc. Put them in a heap on the table or on the floor. Each member of the group tries to get back his possessions by the use of some appropriate formula. Unless what he says is correct in every respect, he does not get back his belongings. The formula used in identifying possessions will depend on the language level reached. At the very beginning level it will be possible only to take an object from the collection, say "knife", hold it up and have the owner identify it by pointing to it and saying: "That's my knife." Do not give it back to the owner until you get the right sentence and do not let it go until he/she says, "Thank you."

At the intermediate level, after the interrogative WHOSE has been mastered, have each member of the group take his turn in going up to the

collection of belongings, selecting one of the objects - a pencil, for example - showing it to the group and saying: "Whose pencil is this?" The owner points and replies: "That's my pencil."

After the inverted (yes-or-no) question has been taught, the question may be required to guess the name of the owner, with the formula: "Mr. Gondar, is this your watch?" - "Yes, it is." Etc.

Preparation: Practise in several sentence patterns

Analysis: Necessary practise, especially for intermediate or older children but as there are several oral play patterns available the teacher can select the simplest level and work up to more complex levels and consider discarding all parallel forms of this game.

Objective: Adjectives, descriptive sentences

Materials: Labelled boxes, paper towelling, items for touching, a bowl of water

Game: *TOUCH* * (No. 61)

Each student is asked to put one hand into a box (or bag) and to describe what is inside. The range of items should cover concepts as: sticky, slimy, cold, powdery, wet, sharp, furry, feathery, smooth, etc. The question "What does this item feel like?" or its equivalent should be asked.

Paper towels (for cleansing) and a bowl of water should be available.

Objective: Cultural familiarization, research

Materials: Brochures, pictures

Game: *TRAVEL AGENCY* (No. 62)

The teacher assigns 1 - 2 pupils to research a region of Canada (or another country) and to obtain brochures. The pupil(s) prepare presentations in which the area, main features, attractions and animal events are

described. The purpose is to convince other pupils to visit this place. If the teacher wishes to use a vote at the end of all the presentation to see which place is most popular, this can be done. A time limit is advisable as to the length of the oral presentation, for instance 4 - 5 minutes.

Objective: Question form and naming of objects (nouns)

Materials: Nil (except objects in a room)

Game: *20 QUESTIONS* (No. 63)

1 student leaves the room and the others pick an object in the classroom to be It. The student comes back and has 20 questions to discover what the object is.

Objective: Use of the direct object

Materials: Flannel board

Game: *VARYING DIRECT OBJECTS* (No. 64)

The teacher puts flannel paper/objects on display asking each pupil in turn to pick up an object/person to answer a question and then put the object on the flannel board if correct.

Q: "What does Tom bring home?"
A: "Tom brings a(n) -- home."

Variation: The teacher will ask the pupil to pick up 2 flannel people and 1 object or vice versa.

Q: "What did Dr. Jason give to the sick man?"
A: "Dr. Jason gave the sick man a medicine."

Objective: Spelling and simple vocabulary

Materials: Spelling list (optional)

Game: *VOCABULARY ON THE DOUBLE* (No. 65)

The person who has been chosen It gives a three-letter word from a list like hat or bag, and then begins to count to 12. The person addressed must, before the count of 12, give words beginning with each of the three letters in the word given or become It.

For example, if the word is hat, the player might say, "Hand, arm, toe." If the word is bag, the player might say, "Bean, apple, gum."

Objective: Simple questions, simple sentences

Materials: Cards

Game: *"WAS"* (No. 66)

Have cards in different parts of room to represent station, post office, etc. One learner leaves the room. Teacher goes to one of these places, returns, and calls in learner. Other learners take turns asking: Where was Mr. X? The learner whose question gets the correct answer now leaves the room.

Preparation: Drill of verbs and place names

Analysis: Although this game purports to be about the past tense, in point of fact, the clear labelling of places is more vital.

Objective: Possessive pattern

Materials: Bag and personal possessions or objects

Game: *"WHAT"* (No. 67)

Two learners go to opposite corners, each with complete collection of objects in a bag. In turn, each takes an object from bag, concealing it.

Learner 2: "What's in my hand?"
Class: "What's in his/her hand?"
Learner 1: (guesses) "It's a --

If correct, he/she takes the object.
If wrong, he/she asks: "What's in your hand?"

Learner 2: "It's a -- (this person wins and keeps the object).
Learner 3: "What's in my hand?"
Learner 4: Continues game.

The learner with the most objects wins.

Preparation: Practise in possessives and simple sentence patterns

Analysis: Follows the pattern of games such as "What's in the bag?" with one or two embellishments

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Objective: Question drill, may be used for enculturation

Materials: Nil

Game: *WHAT AM I? WHO AM I?* (p. 68)

The players agree upon a category of persons or objects, for example, famous writers or abstract nouns. Then the player who is It thinks of and assumes the identity of a person or object in the category decided upon. The other players take turns asking questions that can be answered with Yes or No until someone guesses the person or object. The player who guesses correctly becomes It.

Variation: This game may be reversed by having It leave the room while the group decides upon a person or object in the category agreed upon. It returns and asks each player in turn, "Who am I?" or "What am I?" The players must answer with statements that are true about the person or object chosen, at the same time trying not to give away the identity. The player from whose answer It is able to guess the person or object is the next player to go out.

Preparation: (See comments below).

Analysis: Unless students are thoroughly versed in personalities, particularly those common to North America, this game could be a difficult one to tackle and it is evident that a great deal of preparation is vital.

Objective: Questions and answers

Material: Series of pictures

Game: *WHAT DO YOU SEE?* (No. 69)

Divide the group into two teams, hold up a picture with several attributes and have each team alternate in describing it. Anyone who fails to name what is on the picture loses a point - provided that his opposite number on the opposing team succeeds in naming it.

As a question-and-answer game have each member of the questioning team take his turn in picking a picture and showing it, with the appropriate question, to the answering team.

This game can be converted into a guessing game by having the questioning team pick a picture, then proceed as for guessing games with objects. (Where, when, why, how, who, what colours, etc.). To speed things up, allow only a few seconds for an answer.

Analysis: Note that negative scoring is not encouraged by researchers and the method of collecting tokens by being correct may be more encouraging.

Objective: Replies to an if clause in the future tense

Materials: Slips of paper (prepared)

Game: *WHAT WOULD YOU DO IF . . . ?* (No. 70)

Divide the group into two even teams. Give everyone in one team a slip of paper on which is written, "What would you do if . . . ?" and ask each person to finish the question. Give all the members of the second team a slip on

which is written, "I would . . . " and ask them to finish the statements. Then collect all the questions in one box and all the answers in another. Let people take turns drawing and reading first a question and then an answer to the probable amusement of the whole group.

Preparation: Sentence patterns drill

Analysis: This game could be a failure with students who feel they haven't enough vocabulary to deal with an off-the-cuff, relatively sophisticated situation. Some students may "miss" the amusing aspects of the game. For these 2 reasons, playing the game "What Would Happen If . . . ?" in which a very specific event were named and students asked to supply logical outcomes, is more satisfying in that it forces logical patterns of thought, narrows down the topic while not supplying the answers as is, in part, the case in the original game. An instance of the latter game's typical question would be "What would happen if the oceans dried up tomorrow?"

Objective: Use of simple sentences, inversions, colloquialisms

Materials: Objects, a bag, a box

Game: *WHAT'S IN THE BAG?* (No. 71)

One team is given a bag and the other a box. At the disposal of both teams are objects the names of which are known to the group. Each team takes its turn in selecting an object without showing it to the opposing team, which is then called on to guess what it is. Both teams face each other and each member of the questioning team (A) takes his turn in asking questions to his opposite number on the guessing team (B). For example:

A1: What's in the box?
B1: A Ball?
A1: No. (He passes the box to A2)
A2: What's in the box? Etc.

Each team keeps the objects which it succeeds in guessing or which the other team fails to guess. The team with the most objects wins the game.

As new questions and answer forms are taught they can be included in the pattern of the game. For example, after the inversion forms have been taught, you can have a pattern which goes something like this:

A1: What's in the box?
B1: Is it a button?
A1: No, it isn't.

And later

A1: What's in the bag?
B1: Is it a part of something?
A1: Yes, it is.
B1: Is it red?
A1: No, it isn't. (Passes bag to A2)
A2: What's in the bag? Etc.

In this way, the group go gradually from habits of uttering colloquial sentences to habits of exchanging dialogue.

Preparation: Simple objects, simple sentence and inversion patterns, colloquialisms

Analysis: A game of the question formation type and virtually interchangeable with others

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Objective: Verbs, verbs and prepositions, specific classes of verbs, specific classes of nouns

Materials: Nil

Game: *WHAT'S IN THE SOUP?* (No. 72)
(I Packed My Bag variation)

Have the group build up a recipe from this initial sentence: "Mrs. Smith put ten cups of water into the soup."

1. Mrs. Smith put ten cups of water and three carrots into the soup.
2. Mrs. Smith put ten cups of water, three carrots and two pounds of meat into the soup.
3. Mrs. Smith put . . . etc. The last in line has to repeat the whole recipe.

Variation: With each round:

(a) the verbs can be altered:
threw, stirred, mixed, added, cooked

(b) the verb tense can be changed:
is chopping, has chopped up

Objective: Learn names of professions

Materials: Strips of paper or cards with a profession on each

Game: *WHAT'S MY LINE?* (No. 73)

A student draws, from a lot, the name of a profession. The others must then guess his/her job.

Preparation: Drill in nouns, questions

Analysis: This favourite can be used for enculturation

Objective: Simple questions and prepositions

Materials: Simple objects

Game: *WHERE'S THE KEY?* (No. 74)

In this game, one team hides an object somewhere in the room and the other team tries to guess where it is.

Hider A1: Where's the Key?
Seeker B1: It's in your --

or

Is it in your -- ?

Hider A1: No

or

No, it isn't.

Hider A2: Where's the key?

If the Seekers turn their backs to the Hiders, a greater range of hiding places is possible. To develop the game, more precise information may be required as students progress. For example:

Seeker: It's in your -- (left/right/upper lower) pocket.

Seeker: It's on the (lower/upper, etc.) shelf on the (left/right) side of the room. Etc.

This can be a preparation for I Need Help!

Preparation: Rehearsal of prepositions and questions

Objective: Simple question and answer format

Materials: Simple objects

Game: *WHO DID IT?* (No. 75)

Actions can also be elaborated into a guessing game. A member of the questioning team performs some action without the guessing team seeing him. The guessing team must find out who did the action. For example:

A1: Who took the picture off the wall?
B1: Did Tom do it?
Team A: No, he didn't.

Preparation: Questions, names of objects, answers

Objective: Verb and noun use, sentence pattern

Materials: Slides, slide projector, or overhand projector and pictures

Game: *WHO DOES WHAT?* (No. 76)

The teacher shows a picture and asks, "What is -- doing?"

Example:

Q: "What is Joan doing?"
A: "She is shopping in a supermarket."

Objective: Simple questions and answers

Materials: Small object(s)

Game: *WHO HAS THE BUTTON?* (No. 77)

Have the questioning team give some small object to one of its members without the guessing team seeing it. Then each member of the guessing team takes his turn in guessing who has the object. For example:

A1: Who has the button?
B1: Tom has it. (or Has Tom got it?)
A1: No. (or No, he hasn't)
A2: Who has the button?
B2: You have it. (or Have you got it?)
A2: Yes. (or Yes, I have.) Etc.

Analysis: This game resembles several others.

Objective: Use of past or future tense

Materials: Flash cards

Game: *WHY? - BECAUSE* (No. 78)

The teacher can flash up a series of different cards on which some event, person, object is shown with few or no attached clues. The teacher then briefly states what happened or what will happen and asks "Why?" The student chosen must answer with an explanation. If the pictures are general enough, they can be used several different ways or if they are sufficiently complex, the answer may be difficult to decipher thus putting it on a higher level for more advanced pupils.

Objective: Use of verb "like", questions using "why", "when", "where"

Materials: Nil

Game:

WHY DO YOU LIKE IT?
WHEN DO YOU LIKE IT?
WHERE DO YOU LIKE IT? (No. 79)

The person who has been chosen It goes out of the room. The members of the group choose a noun, such as candy or picnic. It returns and asks each player in turn the three questions: "Why do you like it? When do you like it? Where do you like it? It may guess once after each player's answers, or he may wait until he is more sure of the word. The person whose answers give away the noun becomes the next It.

If the noun is candy, the dialogue might be:

Why do you like it? Because it's sweet.
When do you like it? Any time.
Where do you like it? In my mouth.

If the noun is picnic, the dialogue might be:

Why do you like it? Because it's fun.
When do you like it? In the summer.
Where do you like it? At the beach.

Preparation: Drill in the use of the verb "like", "why?", "when?" and "where?".

Objective: Discrimination of minimal pairs and/or opposites

Materials: Cards, numbered markers

Game:

WORD BINGO (No. 80)

Minimal pairs of various kinds are printed onto different 15 x 15 cm cards. The student places a numbered marker on each word on his/her card until a row is done. The student reads back the row in the order of calling and the caller checks the correctness on a master list which is similarly marked using numbered markers

for each round. For beginners, the words should be short, large and clear. As the pupils progress, they can be asked to keep track of 2 - 4 cards at one time.

Variation (Categories): Instead of laying a marker down on the word called, the students place markers down on the opposite of a word called (i.e. - girl - boy, etc.)

Objective: Use of root words, suffixes and prefixes

Materials: Word list

Game: *WORD FAMILIES* (No. 81)

Within the limits of the vocabulary the students have studied, prepare a list of words, each of which will suggest at least one other word, also known to the students, that is in the same family.

Here are some words that might be in the list, with the words that they suggest in parentheses: Law (lawyer), science (scientist), difference (different), pronounce (pronunciation), etc. The words may be given to the students one by one orally. Score a set number of points for each correct answer. The teacher may decide to award bonuses for use of prefixes and suffixes: i.e.: law - unlawful, lawlessness.

Preparation: Drilling in root words

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* Original game created for this report.

APPENDIX 1

HIATUS

If the teacher is pragmatic and approaches the initial stage of learning as one which will not give much oral production, then the teacher may wish to rely heavily upon a series of pictures to match an audio cue.

A series of 4 pictures is placed before each pupil. The command is given: "Sally, walk to the chair" and the student has only to circle the appropriate visual.

The teacher can pre-teach, demonstrate, repeat and so on and arrange the picture series in a hierarchy. For instance, a question might be, "What's Joe going to walk to?" The student, again, encircles the correct response.

The teacher may demand a physical response to audio matches in which the pupil does the action or touches the person/object spoken about, a very common technique in EAL classes.

The graphic to audio match entails the learner being shown a picture of the action hearing (for example), "The man's giving an ice cream to the baby" followed by a question, "Who's the man giving the ice cream to?" which, in sum, is responded to by word-circling:

(a)	the girl	(c)	yes
(b)	in his hand	(d)	the baby

Responses can be keyed to reveal errors in interpretation. If the pupil marked answer "C", it would give the teacher a specific indication of error of interpretation rather than a generalized notion.

APPENDIX 2

EAL QUESTIONNAIRE

Topic: The use of oral games in teaching EAL

Research: Funded by ERBIC

Goal: Research the Topics of (a) promoting non-stressful situations (games) in EAL classes and (b) examining the usefulness of games already employed in EAL classes

1. How often/to what extent do you use oral games in your EAL classes?

   Frequently? Seldom? Almost never?

2. If you can give a % estimate, how much of the time (on a yearly basis) do you use oral games? _____ %

3. If there is a clear or specific reason for using oral games to the extent that you do, would you specify please?

* 4. List up to 3 oral games that you like using/have found successful and/or useful in EAL classes?

   (a)

   (b)

   (c)

5. Are there any oral games listed in a book (etc.) for EAL classes that you have found unsuccessful/ unsatisfactory in oral work? Name it/them and append reasons.

   Game:
   Reason:

   Game:
   Reason:

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* If you are willing to append a brief description on the reverse side, do so.

6. Are there any (a) cultural factors or (b) barriers which you think should be noted that make oral games difficult to use in an EAL class? (Specify)

7. Are there any advantages that you can think of to using oral games to promote speaking practise/English competence?

8. What are the disadvantages of using oral games?

9. How many years have you taught EAL classes (include this year a whole year) _____

10. At what level do you work?

    (a) ___ adults ___ high school ___ jr high ___ elem

    (b) ___ advanced ___ intermediate ___ beginners ___ other (specify)

    (c) ___ other situation (specify)

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